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ABSTRACT

This series of research briefs provides information about institutional programming and planning at St. Petersburg Junior College (SPJC) (Florida). Briefs number 1 and 6 provide survey results of enrolled students for fall 1997 and for the year 1996-97. Brief number 2 reviews the five statewide accountability measures concerning, among other items, performance on the College Level Academic Skills Test (CLAST). This is the state mandatory exam that must be taken after completing 60 credit hours at the college. Assessment outcomes indicate that SPJC's current performance meets or exceeds statewide performances for the majority of statewide accountability measures. Brief number 3 describes placement information and incentive funding. Brief number 4 summarizes the employer survey of the 1996-97 graduates as compared to the 1995-96 graduates. Results indicate that in each area of job preparation and performance based skills, employers rated the 1996-97 very favorably and slightly improved from 1995-96. Brief number 5 provides a review of institutional planning and research evaluation. Holistically, the briefs provide a concise yet comprehensive look at SPJC. (AF)

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RESEARCH BRIEF
INSTITUTIONAL AND PROGRAM PLANNING

VOLUME 8 NUMBER 1 AUGUST 1998

SURVEY OF ENROLLED STUDENTS FALL 1997

St. Petersburg Junior College has developed a series of assessment surveys designed to assure the delivery of quality academic and student support services and to insure satisfaction of students, alumni, and other constituencies with which the college works and cooperates in its effort to perform its mission. The purpose of this brief is to summarize the results of the third annual administration of the Enrolled Student Survey. This survey has three major sections: (1) demographic and academic data about the respondent, (2) the satisfaction and importance rating by students on 28 academic and student support areas, and (3) opened-ended questions related to the quality of the academic and support services.

In Fall 1997, 8000 surveys were distributed to students on all sites enrolled in day classes/clinical sections that met at 10:10 am and evening classes that were in session between the hours of 5:00 to 7:30 pm on November 5, 1997. The administration dates for the Health Education and Allstate Centers were extended (November. 5-12, 1997) because of clinical/seminar courses. Excluded were students enrolled in dual credit, cooperative education, distance learning, non-credit and television courses. There were 4685 completed surveys returned resulting in a response rate of 59%; 2905 (36%) were returned blank.

The demographic profile of the respondents were compared to the Fall 1996 credit student profile shown in the SPJC FactBook. Students in both groups were predominately white, female, and averaged 20-39 years of age. Comparison by campus was not possible since the SPJC FactBook data is based on home campus while the survey asked students to identify the campus on which they received most of their services. With the exception of degree goals, the profile of the respondents was representative of Fall 1996 credit students. When contrasting degree goals, 72% of Fall 1996 credit students were enrolled in A.A. degree and 15% were enrolled in A.S./Vocational certificate degree programs compared to respondents 62% and 31%, respectively.

Based on a seven point scale, the value "4" would be the neutral point indicating neither superior nor inferior satisfaction/importance/quality. Values higher than the neutral point would show increasing satisfaction/importance/quality while values lower than the neutral point would show the opposite.

FINDINGS

Respondents were asked to rate their satisfaction level on 28 academic and student support services from "excellent" (value = 7) to "poor" (value = 1). The mean ratings ranged from a high of 5.66 for "Library" to a low of 4.07 for "Parking" with 12 of the services rated higher than 5 (see Table 1). In general the respondents appeared satisfied with the level of service they received from the college.

The top and bottom nine (9) services in the Fall 1997 administration were compared to Fall 1996 results. The same nine (9) services were represented in the top nine (9) for both years with no change in the first five (5) services from one year to the next (see Table 1). "Specialized academic support " rose from 7 in 1996 to 6 in 1997, "Overall rating of student support services" rose from 9 to 8. "Official mailings received from the College" fell from 8 to 9, and "Attractiveness of the campus" fell from 6 to 7. There was no change in eight (8) of the bottom nine (9) services from Fall 1996 to Fall 1997 (see Table 1). "Convenience of times classes are offered" rose from 21 to 18; "Orientation" fell from 18 to 20.

Additionally, respondents were asked to rate the importance of the same services from "critical" (value = 7) to "unimportant" (value = 1). The mean ratings ranged from a high of 6.42 "Convenience of Times Classes are Offered" to a low of 4.21 "Student Activities". Nine (9) services had a mean over 6.0 indicating they are of critical importance to students (Table 2). No service rated lower than 4.21 (the neutral point).

If the 28 services were compared concurrently on both satisfaction and importance, one of four combinations could occur. First, the services that were rated high in importance by the respondents could have a high satisfaction rating which would mean the College was accomplishing its objectives of providing a high caliber of service in those areas designated highly significant to student. This would mean that the College was expending its resources (time, personnel, dollars) on those services the students felt were important and would be the best of all possible situations. Similarly, the services that were rated low in importance by the respondents could have a low satisfaction rating which would mean the student felt the service could be improved, however it was not very important to them whether or not those improvements occurred. Third, the services could be rated high in importance but low in satisfaction. This would mean the College was not providing adequate services in those areas deemed important to students. Finally, the services could be rated low in importance but high in satisfaction. This would mean the College was providing a high caliber of service in areas that students felt were not very important to them. In the last two instance, it would be incumbent upon the College to review its use of resources (time, personnel, funds) to determine if a re-distribution would be in the best interest of the student body.

When the satisfaction rank of the nine (9) services identified as most important (see Table 2) were compared, four (4) of the services rated most important by enrolled students (Overall quality of instruction, Overall quality of educational program content, Library, and Personal safety and security) were rated the most satisfactory; two (2) services rated most important (Academic advising and Parking) were rated the least satisfactory.

When the same comparison was made for the bottom nine (9) rated importance items, five (5) services rated least important (Job/career and ELP Center, Food services, Student publications, Student activities, and Orientation) received low satisfaction ranks; three (3) services (Attractiveness of campus, Specialized academic support services, Official mailings received from the College) received high satisfaction ranks.

The same test was applied to the (9) services identified as most/least satisfactory (see Table 1). Four (4) services (Library, Personal safety and security, Overall quality of instruction, and Overall quality of educational program content) rated high in satisfaction were also rated high in importance to enrolled students; three (3) services (Attractiveness of the campus, Overall rating of student support services, Official mailings received from the College) rated high in satisfaction were rated low in importance. When the same comparison was made for the bottom nine (9) rated satisfaction items, four (4) services rated least satisfactory (Orientation, Food service, Student activities, Student Publications) received low importance ranks; two (2) services (Academic advising and Parking) received high importance ranks.

SUMMARY

This brief summarized the results of the third annual administration of the Enrolled Student Survey. In general, enrolled students were satisfied with the academic and student support services offered by the college. In fact, twelve (12) of the 28 services received satisfaction ratings higher than 5.0. There were few changes in satisfaction ranking of the services since the Fall of 1996 administration. Tracking over several administrations will be necessary to determine a trend in any one service. All services the College provides were felt to be important to students and nine (9) were rated as being of critical importance (mean over 6 on the 7 point scale). The services were compared concurrently on both satisfaction and importance. From this comparison the management of two services (Academic advising and Parking) should be reviewed to determine if changes can be created to better meet the needs of the student body. While the satisfaction level for "Convenience of times classes are offered" was most important to students and increased slightly in satisfaction to 4.82, the rating indicates students believed additional improvements were possible in the college's efforts to improve scheduling. The full report of this survey can be obtained from the Campus Provost or Educational & Student Services.

TABLE 1

ACADEMIC AND STUDENT SERVICES RANKED BY SATISFACTION*

	Satisfaction		Importance	
	Rank	Mean	Rank	Mean
Library	1	5.66	5	6.26
Personal safety and security	2	5.51	6	6.21
Overall quality of instruction	3	5.45	3	6.40
Overall quality of educational program content	4	5.44	4	6.29
Supplemental instructional centers	5	5.33	16	5.62
Specialized academic support services	6	5.19	22	5.11
Attractiveness of the campus	7	5.17	21	5.13
Overall rating of student support services	8	5.13	14	5.73
Official mailings received from the College	9	5.09	23	5.02
Out-of-class access to computers	10	5.04	13	5.77
Bookstore	11	5.02	11	5.90
Selection of courses offered	12	5.02	2	6.40
Application/admission process	13	4.98	10	5.95
Facilities and equipment	14	4.97	15	5.68
Business office	15	4.93	20	5.19
Initial testing for placement in courses	16	4.86	19	5.32
Registration process	17	4.82	8	6.02
Convenience of times classes are offered	18	4.82	1	6.42
General information about programs and services	19	4.80	18	5.36
Orientation	20	4.75	25	4.67
Job/career and ELP Center	21	4.75	24	4.92
Student activities	22	4.71	28	4.21
Academic advising	23	4.70	7	6.05
Career counseling and career assessment	24	4.64	17	5.62
Student publications	25	4.59	27	4.31
Financial aid office	26	4.51	12	5.85
Food service	27	4.49	26	4.62
Parking	28	4.07	9	6.01

TABLE 2

ACADEMIC AND STUDENT SERVICES RANKED BY IMPORTANCE*

	Importance		Satisfaction	
	Rank	Mean	Rank	Mean*
Convenience of times classes are offered	1	6.42	18	4.82
Selection of courses offered	2	6.40	12	5.02
Overall quality of instruction	3	6.40	3	5.45
Overall quality of educational program content	4	6.29	4	5.44
Library	5	6.26	1	5.66
Personal safety and security	6	6.21	2	5.51
Academic advising	7	6.05	23	4.70
Registration process	8	6.02	17	4.82
Parking	9	6.01	28	4.07
Application/admission process	10	5.95	13	4.98
Bookstore	11	5.90	11	5.02
Financial aid office	12	5.85	26	4.51
Out-of-class access to computers	13	5.77	10	5.04
Overall rating of student support services	14	5.73	8	5.13
Facilities and equipment	15	5.68	14	4.97
Supplemental instructional centers	16	5.62	5	5.33
Career counseling and career assessment	17	5.62	24	4.64
General information about programs and services	18	5.36	19	4.80
Initial testing for placement in courses	19	5.32	16	4.86
Business office	20	5.19	15	4.93
Attractiveness of the campus	21	5.13	7	5.17
Specialized academic support services	22	5.11	6	5.19
Official mailings received from the College	23	5.02	9	5.09
Job/career and ELP Center	24	4.92	21	4.75
Orientation	25	4.67	20	4.75
Food services	26	4.62	27	4.49
Student publications	27	4.31	25	4.69
Student activities	28	4.21	22	4.71

*Means calculated on a 7-point scale; respondents = 4685. Shaded sections show top and bottom one-third ranked services by satisfaction and services by importance.

Office of Institutional Research
August 1998

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RESEARCH BRIEF
INSTITUTIONAL AND PROGRAM PLANNING

VOLUME 8 NUMBER 2 NOVEMBER 1998

STATEWIDE ACCOUNTABILITY MEASURES

The purpose of this brief is to update the status of the statewide accountability measures passed by the 1991 Florida Legislature and to compare SPJC's performance on each measure with the statewide performance. Section 240.324, F.S. directs that a management and accountability process be implemented that will provide for the "...ongoing improvement and assessment of the improvement of the quality and efficiency of the State Community College System." The areas to be addressed were specified in law. A Statewide Accountability Implementation Committee was convened to implement the necessary indicators and initiatives. There are five statewide measures of accountability, some with more than one part. The measures are:

- enrollment of students entering the college in relation to the previous year's high school graduates, retention of students (graduated or still enrolled), and student success (graduated, still enrolled, or left in good standing);
- performance of A. A. degree transfers in the State University System;
- passing rates of students who completed vocational programs on state licensure tests and placement in related occupations;
- the success of students who are required to take college preparatory courses (completion of prep courses, retention and success in college credit programs); and
- performance of students on the College Level Academic Skills Test (CLAST) after they have completed 60 credit hours at the college.

During 1992, indicators to implement the measures were developed, timelines for the collection of data were established, draft reports were prepared, and an interim report was submitted to the Legislature. During 1993 the indicators were refined; institutions submitted college-specific accountability plans; and systemwide accountability goals and benchmarks were established. These linked the accountability process with the Community College Master Plan; an overall strategy for oversight of accountability was established and a systemwide report was submitted to the Legislature. During 1994 each college submitted a plan showing its progress towards meeting the measures and a second systemwide report was submitted to the Legislature. Annually this process has been repeated; that is, the Division of Community Colleges generates data for each measure, the colleges review their own figures, and a statewide annual report is generated by the Division and submitted to the Legislature. The accountability outcome measures, the statewide benchmarks, SPJC's target, SPJC's current performance, and the current statewide performance are described below.

INSTITUTIONAL PERFORMANCE

Outcome Measure 1: Enrollment/Retention/Success

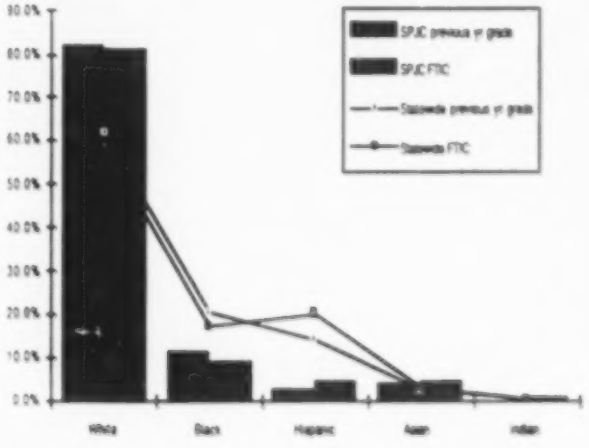
a. Enrollment

Measure--This measure addresses the percentage of high school graduates in one year from the college service area (Pinellas County) who enroll in the college (SPJC) the following year by ethnic category.

State Benchmark--To increase the percentage of previous year high school graduate minority student enrollments until such enrollments equal the previous years' high school graduates for each category.

SPJC Target--Increase black enrollment as a percent of prior year high school graduates to 35%.

SPJC Performance--The percentage of SPJC enrollees for three ethnic groups was greater than the prior year's graduates (Hispanic, Asian, and American Indian). For white and black students, the percentage of SPJC enrollees was less than the prior year Pinellas County high school graduates. This enrollment pattern was similar to the systemwide pattern. SPJC's black student enrollment of 27.8% is below the college's 35% target. However, the percent of enrollees to prior year graduates is greater for SPJC (35.9%) than the statewide average (30.6%) for all categories. The graph compares on the same axis the percentage of 1995-96 college enrollees to the previous year's high school graduates from Florida public schools by ethnicity. The bar graph shows SPJC's first-time-in-college students to Pinellas County graduates the previous year; the line graph compares the same information for all community college's compared to all county public high grads from the previous year.



b. Retention

Measure--Described are the number and percentage of students, by ethnicity and full-time/part-time status, seeking A.A./A.S. degrees or Postsecondary Vocational Certificates (PSVC) who have graduated or who are enrolled after four years from the date of initial enrollment (definition of retention). Initial enrollment is defined as 18 college credit hours earned toward a degree or 9 hours earned toward a certificate.

State Benchmark--To retain or graduate at least 50% of the part-time students four years after the date of initial enrollment. To retain or graduate at least 70% of the full-time students four years after the date of initial enrollment.

SPJC Target--To retain or graduate 65% of the full-time A.A. and A.S. students 4 years after initial enrollment.

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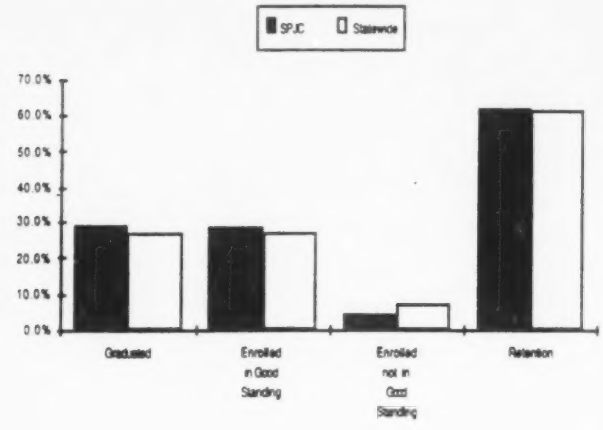
SPJC Performance--State generated data shows 61.8% (775 AA/AS/PSVC students) of the Fall 1993 -- Spring 1997 cohort were "retained" (graduated or still enrolled) at SPJC. Systemwide the retention rate for this cohort was 61.0% (11,744 AA/AS/PSVC students). The graph compares the percentage of SPJC students who graduated or who are enrolled after four years from the initial enrollment to the Statewide comparable data.



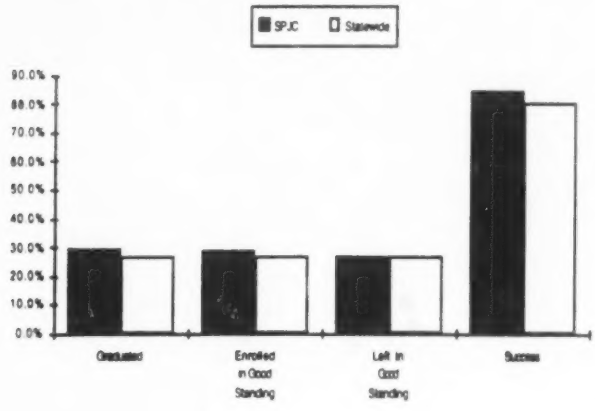
c. Success

Measure--Addressed are the number and percentage of students, by ethnicity, seeking A.A./A.S. degrees or PSVC who have graduated, are enrolled in good standing, or who left in good standing after four years from the initial enrollment.

State Benchmark--Eighty percent (80%) of students will have graduated, been retained in good standing or left in good standing four years after the date of initial enrollment.

SPJC Target--Ninety percent (90%) of A.A./A.S. degree and PSV Certificate students will have graduated, been retained in good standing or will have left in good standing four years after initial enrollment.

SPJC Performance--The graph compares the percentage of SPJC students who graduated, are enrolled in good standing, or who left in good standing after four years from the initial enrollment to the analogous statewide data. SPJC's success rate of 84.5% for A.A./A.S. degree and PSV Certificate students is higher than the statewide average of 80.1%.



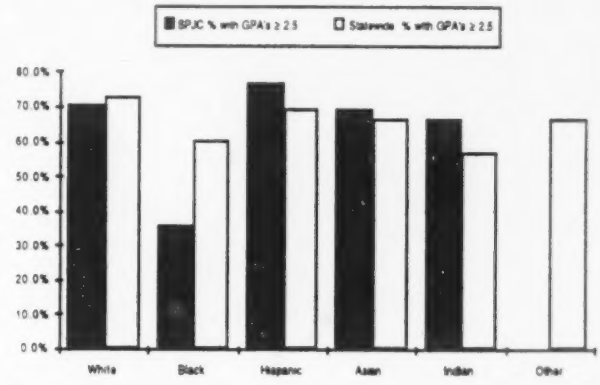
Outcome Measure 2:
A. A. Degree Transfer Performance

Measure--Computed is the grade point average (GPA) of A. A. degree students who transfer to a State University in Florida, segmented by university, college preparatory status and ethnic category.

State Benchmark--At least 70% of the A. A. degree students transferring to a state university will perform at a GPA of 2.5 or higher.

SPJC Target--At least 70% of the A.A. degree students who have transferred to the State University System will perform at a GPA ≥ 2.5 or higher.

SPJC Performance--The differences between the statewide average rates and SPJC's for AA degree transfers was exceptionally modest. While statewide 71.2% of the A. A. degree transfers earned GPA's ≥ 2.5, 69.9% of SPJC students met the standard. Moreover, 72.2% of those students who were not remediated at SPJC and 67.9% of those who were remediated have earned a GPA ≥ 2.5. The graph compares the percentage of SPJC students transferring to the state universities in 1994-95, who earned a GPA of 2.5 or more to the statewide community college average by ethnic category.



Outcome Measure 3:
State Licensure Passing Rates/
Vocational Program Placements

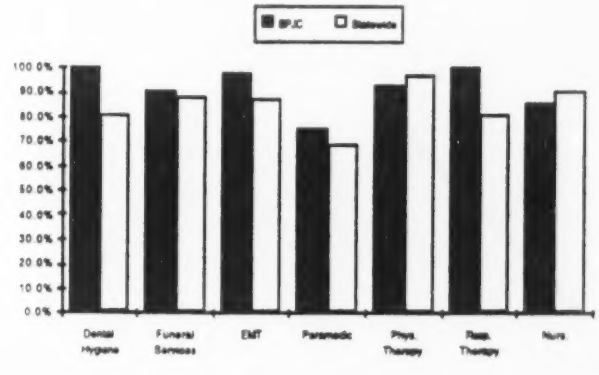
a. State Licensure Passing Rates

Measure--For those vocational programs that prepare students to sit for state licensure exams required for students to enter the profession, the number of students tested and the percent passing the examination are computed.

State Benchmark--At least 90% of all students sitting for a licensure exam will pass.

SPJC Target--Overall 85% of SPJC students who sit for licensure exams will pass.

SPJC Performance--SPJC students perform well on state licensure examinations. The overall pass rate for 1995-96 was 87.2% and the pass rate for each exam was 75% or higher. The overall pass rate statewide for programs offered by SPJC was 86.5% for all community college programs with licensure requirements the statewide pass rate was 85.0%. The graph compares SPJC passing rates to the statewide percentages in programs at the college.



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b. Placement Rates

Measure--This measure describes the number and percentage of students who complete an A.S. degree or PSV Certificate program or who leave the program and are employed in a job related to their instruction. Students are considered "placed" if they are found the following year to be: (1) continuing their education in a Florida community college or state university, (2) working a field related to their education, or (3) in the military. Placement rate was chosen only for programs with five or more completers in the placement pool.

State Benchmark--At least 90% of all students who complete a vocational program will be placed.

SPJC Target--At least 90% of all students who complete an SPJC vocational program will be placed.

SPJC Performance--Statewide 1994-95 data shows that 88.5% of 652 SPJC students (who were found) were placed. This compares statewide to 83.9% who completed the same programs as offered by SPJC. Statewide in all programs offered at community colleges the placement rate was 80.3% student completers.

Outcome Measure 4:
College Preparatory Success

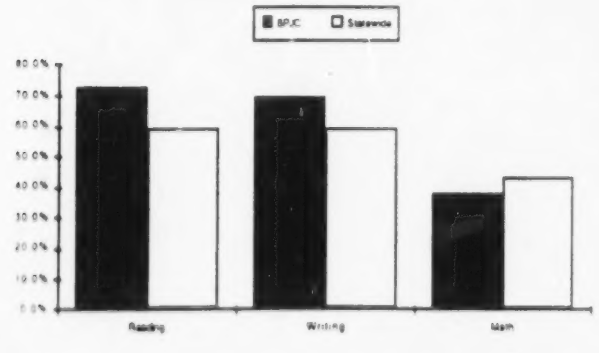
a. College Prep Course Success

Measure--This measure addresses the number and percentage of students who tested into college preparatory courses, by subject area, based on scores on the entrance exam. Of these students, the report shows how many enrolled in a college preparatory course (for the area needed) and those who passed the highest level college preparatory course (for that area) within two years to meet the standards for admission into college level courses.

State Benchmark--To have students in need of remediation pass the highest level college preparatory course at the following rates: reading-65%, writing-68% and math-50%.

SPJC Target--To have students in need of remediation pass the highest level college preparatory course at the following rates: reading-70%, writing-70% and math-50%.

SPJC Performance--For the Fall 1994 cohort success rate for students who tested into college preparatory courses and who passed the highest level requirement by subject area within two years was lower for SPJC mathematics student 38% than the statewide average 43.1%, the reverse was true for reading and writing. The reading pass rate for SPJC students of 72.6% was higher than the statewide average 59.0% and both the SPJC target of 70% and statewide goal of 65%. In writing the SPJC pass rate of 67.0% compared favorable to the statewide average of 59.0%. The graph compares the number of FTIC students in Fall 1994 taking a placement exam, and the number who failed, to the number enrolling in remedial courses and passing within two years, by subject area, for SPJC and statewide. The graph compares the percentage of SPJC students completing remedial course requirements to the statewide average by subject area for the Fall 1994 cohort tracked through Summer 1996.



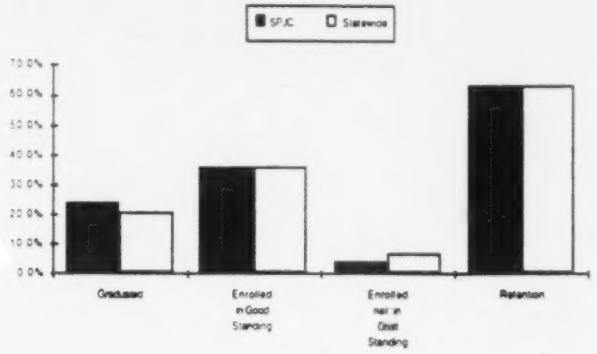
b. Retention Rate of College Prep Students

Measure--Described is the status of degree students who have completed their college preparatory requirements and who have graduated, are enrolled in good standing, or enrolled not in good standing four years after initial enrollment. Initial enrollment is defined as having completed 18 college credits towards an A.A. or A.S. degree.

State Benchmark--To retain or graduate at least 50% of the part-time students four years after the date of initial enrollment in college level courses. To retain or graduate at least 70% of the full-time students four years after the date of initial enrollment. Full-time students are those who attended full-time during their first college semester and at least one other semester.

SPJC Target--To retain or to graduate at least 70% of the full-time students four years after the date of initial enrollment.

SPJC Performance--Based on the Fall 1993 cohort, 63.4% of SPJC students were graduated or enrolled compared to 63.2% of statewide degree students. The graph compares the percentage of SPJC students who graduated or who are enrolled after four years from the initial enrollment to the statewide comparable data.



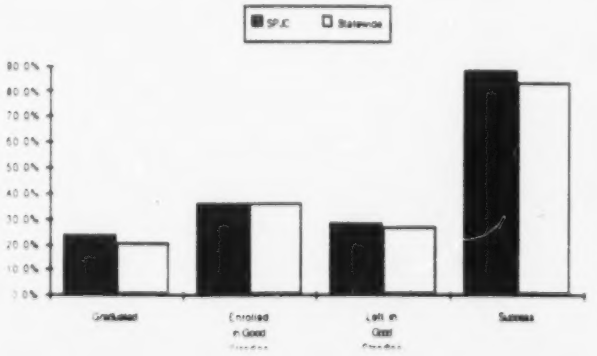
c. Success Rate of College Prep Students

Measure--This measure addresses the number and percentage of students who have completed their college preparatory requirements and who have graduated, or are enrolled or left in good standing four years after initial enrollment. Initial enrollment is defined as having completed 18 college credits toward the degree.

State Benchmark--To graduate, retain in good standing or to have left in good standing at least 75% of the students four years after the date of initial enrollment in college level courses.

SPJC Target--To graduate, to have enrolled or left in good standing at least 80% of the degree students four years after the date of initial enrollment.

SPJC Performance--Based on the Fall 1993 cohort, 88.0% of SPJC students were graduated, enrolled or left in good standing compared to 83.3% of statewide degree students. The graph compares the percentage of SPJC students who graduated, are enrolled in good standing, or who left in good standing to the statewide comparable data.



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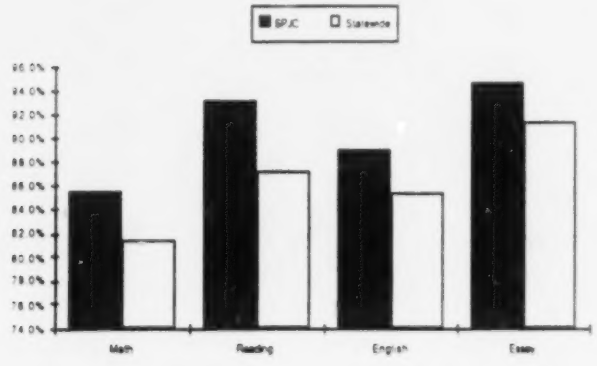
Outcome Measure 5:
CLAST Performance

Measure--Described are the number and percentage of students who have passed CLAST after they have completed 60 or more college credit hours, segmented by ethnicity and participation in college preparatory courses.

State Benchmark--To have at least 80% of all students who have completed 60 credit hours pass all parts of CLAST (overall), including 68% for college prep students and 90% for non-college prep students.

SPJC Target--To have at least 75% of all students who have completed 60 credit hours pass all parts of CLAST, including 80% for college prep students and 80% for non-college prep students. Scores and goals have been decreased to reflect the exemptions given to higher achieving students.

SPJC Performance--SPJC's overall passing rate for all four tests was 77.8%, including 69.7% of students with college prep work and 90.4% of students with no college prep work. This compares favorably to the statewide overall pass rate of 71.8%, including 59.2% of students with college prep work and 84.6% of students with no college prep work. The graph below compares SPJC's overall passing rates to the statewide percentages by subject area for 1995-96.



Summary

SPJC's current performance meets or exceeds the statewide performances for all accountability measures except A.A. degree transfers and for success of students in need of remediation in passing the highest level college preparatory mathematics class. The difference between the statewide average rate and SPJC's for A.A. degree transfers was exceptionally modest. While statewide 71.2% of the A.A. degree transfers earned GPA's greater than or equal to 2.50, 69.9% of SPJC transfers met that standard. On the other hand, the statewide average GPA for all A. A. degree transfers was identical to that for SPJC transfers (2.85).

While the success rate for students who tested into college preparatory courses and who passed the highest level requirement by subject area within two years, was lower for SPJC mathematics students (38.0%) than the statewide average (43.1%), the reverse was true for reading and writing. The reading pass rate for SPJC students of 72.6% was higher than the statewide average (59%) and both the SPJC target of 70% and statewide goal of 65%. In writing the SPJC pass rate of 67.0% compared favorably to the statewide average of 59.0%.

Several areas of improvement have been realized over last year. The most notable is in the area of state licensing examination pass rates. While SPJC met its own target with respect to state licensing examination pass rates (85% overall pass rate) in 1996-97, its overall pass rate was less than the statewide average. In 1997-98, SPJC's pass rate of 87.2% exceeded the statewide average of 86.5% in programs offered by SPJC and the statewide average of 85.0% in all community college programs with licensing requirements.

For the cohort of A.A./A.S. degree students whose fourth year of attendance ended in Spring 1997, the retention rate was 61.8%. For students who completed all college preparatory requirements and earned at least 18 college-level credits the rate was 63.4%. For both groups of students, SPJC's retention rates were higher than the statewide average.

For the cohort of A.A./A.S. degree students whose fourth year of attendance at SPJC ended in Spring 1997, the success rate was 84.5% compared to the statewide success rate of 80.1%. For students who completed all college preparatory requirements and earned at least 18 college-level credits, SPJC's success percentage was 88.0% compared to the statewide rate of 83.3%. SPJC's success rate for students who have completed college preparatory requirements has increased for the last three years and has been consistently better than the statewide average.

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RESEARCH BRIEF
INSTITUTIONAL AND PROGRAM PLANNING

VOLUME 8 NUMBER 3 JANUARY 1999

PLACEMENT INFORMATION AND INCENTIVE FUNDING

The purpose of this Research brief is to describe four statewide programs and to explain the relationship and/or difference between them. The programs are Student Follow-Up, Florida Education and Training Placement Information Program (FETPIP), Performance Based Incentive Funding (PBIF) and Program Based Budgeting (PBB). These programs primarily address community college completers and are the basis for college incentives.

Student Follow-Up

Student Follow-Up was mandated in 1979 by the Florida Legislature and must, therefore, be conducted by each of Florida's twenty-eight (28) community colleges. Its purpose is to learn what happens to students once they leave the college and about the effectiveness of college programs. The follow-up process includes gathering data necessary for the Department of Education accountability requirements and modification of curricula to meet the changing needs of the labor market. To assist the colleges with this process, the Florida Education and Training Placement Information Program (FETPIP) was developed.

Florida Education and Training Placement Information Program (FETPIP)

FETPIP, an office within the Florida Department of Education, is charged with the responsibility of identifying the placement of former community college students. In the initial follow-up process, the term-based submission of the college's Student Data Base is used to generate a list of completers and leavers. FETPIP is provided each student's data (names, social security numbers, program in which enrolled or completed, etc.) in order to obtain student placement information. "Completers" are defined as students who complete an A.A./A.S. degree or vocational certificate program. "Leavers" are defined as students: (1) who are not found enrolled in the same programs they were enrolled in during the previous year, (2) who did not complete the program during the current year, or (3) who did not complete during the previous year. Leavers are determined at the end of a reporting year.

Using the student social security number, FETPIP searches the records of the Florida State University system for A.A./A.S. degree completers who may be continuing their education at an upper division public university; the military records for students enlisted in all branches of the service; and the Florida Department of Labor and Employment Security for students who are employed in the State of Florida. The result produces FETPIP placements categorized as: (1) education status, (2) military, or (3) employed with job title and work location. This data is provided by FETPIP to university/community college/vocational-technical administrators and policy makers. The names and social security numbers of students not located by FETPIP are also provided to each college, which may implement local follow-up procedures to find them. At SPJC this follow-up is accomplished through the use of the Recent Alumni Survey.

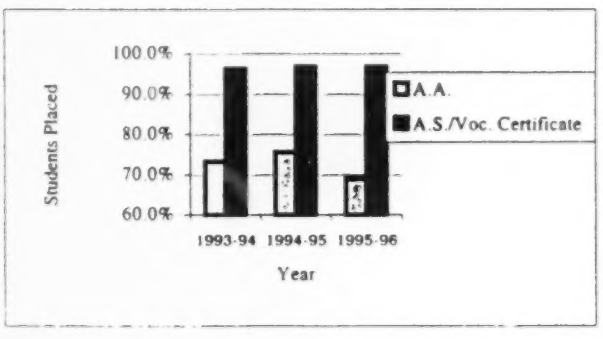
The Office of Institutional Research mails the Recent Alumni Survey to all program completers and leavers. Telephone follow-up is made to all non-respondents. This process checks the student placement, identifies a salary range, job duties, and employer and asks the student about their SPJC program experience.

The Recent Alumni Survey, in conjunction with the FETPIP data, is used to calculate the college's placement rate for students who complete vocational programs. State law mandates that 70% of students who complete a community college vocational program should be "In Field Placement". "In Field Placement" is defined as (1) employment in the major completed, (2) enrollment in continuing education at a postsecondary institution, or (3) enlistment in the military. When a vocational program does not show a 70% placement over a three-year period, the college must undergo program review for that particular program. Based on the results of this review, the program may be maintained, modified, or deleted by the college. Additionally, the data are used to monitor one of the Statewide Accountability measures related to job placement of vocational programs.

In the 1995-96 reporting year, twenty-six of the twenty-seven active SPJC programs with completers (96%) are in compliance with the 70% mandate. The program that did not meet the mandate was Emergency Medical Technician Certificate. As a result of the FETPIP and SPJC follow-up efforts using the Recent Alumni Survey, over the last three years 97% of the A.S./vocational certificate students indicated they were "placed". The same process is used in finding A. A. degree student placements, however, the 70% "placed" mandate for the A.S. Programs does not apply to the A.A. Program. Graph 1 compares placements of SPJC A.A. degree graduates with A.S. degree and vocational certificate graduates.

GRAPH 1

A.A./A.S. DEGREE & VOCATIONAL CERTIFICATE COMPLETERS



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Performance Based Incentive Funding (PBIF)

Performance Based Incentive Funding (PBIF) was created by F.S. 234.249 in 1995. The purpose of the program is to reward institutions that train students in the necessary vocational skills to meet the needs of the state and local work force. By responding to the needs of business and industry, it is believed that the self-sufficiency of people who might receive public assistance will increase and the earnings of all state residents will improve. The first year of funding for institutions through this program was based on 1994-95 student enrollments and completions.

The first step is to analyze the statewide needs of industry and to identify the vocational programs that will provide the individual with the appropriate skills. The Occupational Forecasting Conference (OFC) identifies the occupations based on workforce needs or new growth of industries in Florida. Local education agencies review the list and may provide additions or deletions to the OFC list by providing documentation that support the criteria. Jobs Education Partnership (JEP) reviews the documentation and revises the list if the occupations meet the established criteria. The criteria are:

- Will the program or occupation encourage economic growth?
- Does it provide training to those who require public assistance?
- Will it increase the earning potential of state residents?
- Is the average hourly wage at least $7.50 per hour? (As of 1996-97 the average hourly was increased from $7.50 to $9.10 per hour.)

Additionally, the occupations are linked to the Classification of Instructional Programs Codes (CIP). CIP codes are the statewide mechanism that identifies vocational programs by educational level and content. Incentive funds are provided to institutions for students in approved Postsecondary Adult Vocational (PSAV), Postsecondary Vocational Certificate (PSV), and Associate in Science degree (A.S.) programs with approved CIP codes. In 1996, SPJC funds were earned for student outcomes in the PSV Certificate and A.S. programs shown on Table 1.

TABLE 1
College PBIF Eligible Programs

Accounting Technology	Architectural Design& Const. Tech.
Business Administration & Management	Computer Information Sys Analysis
Criminal Justice Technology	Dental Hygiene
Electronics Engineering Technology	Emergency Medical Services
Emergency Medical Technician, CT.	Fire Science Technology
Funeral Services	Graphic Design Technology
Health Information Management	Health Services Management
Industrial Management Technology	Interpreter Train/Hearing Impaired
Legal Assisting	Manufacturing Technology
Medical Laboratory Technician	Nursing, R N
Paramedic, CT.	Physical Therapist Assistant
Radiography	Respiratory Care
Telecommunications Engineering Tech.	Veterinary Technology

Student outcomes that qualify for incentive funding include (1) program completions, (2) placements of completers or leavers in a field related to the program major or earning at least $7.50 per hour, and (3) enrollments in eligible programs of "targeted population" students. Dollars earned by an institution vary by the type of outcome.

Additionally, incentives are at a higher rate if the students are traditionally harder to serve and find it more difficult to find employment. These students referred to as the "Targeted Population" are shown in Table 2.

TABLE 2
Targeted Population Students

Students classified
- JTPA-EDWAA (dislocated workers)
- JTPA-Title II (economically disadvantaged, school dropout or basic skills deficiency)
- Project Independence (as of 1997-98 will be referenced to as WAGES)

Students classified as Economically Disadvantaged (receives Pell Grant, other financial aid grant or food stamps)
Students with Disabilities
Students with Limited English Proficiency

A final component of PBIF is called Quick Response. This is a relatively short set of courses that is designed to rapidly train workers for specific jobs to meet the needs of local businesses. These generally are non-credit (non-degree) courses. Incentives are earned for enrollments of the targeted students', their completions and placements.

Incentive funds are calculated on a student-by-student basis. The Student Data Base, which contains seven (7) types of student data (demographics, entry level test scores, acceleration type, program of study, degree earned, courses taken and grades received, and financial aid type), is used to identify enrolled students, completers and leavers that may meet the eligibility criteria for the college to earn PBIF incentive funds. The Division of Community Colleges (DCC) generates lists of targeted and non-targeted students in the approved vocational programs for each college identifying them as enrollments, completers and leavers. The DCC verifies the targeted status of the students by sending names and social security numbers to Children and Family Services and to the Department of Labor. To obtain placement information, the names and social security numbers of completers and leavers are sent to FETPIP. In every instance, the college may supplement the data obtained from the state agencies. For example, as described previously, SPJC uses the Recent Alumni Survey to supplement placement data obtained at the state level. When all data has been verified and supplemented, it is forwarded to JEP for calculation of funds earned by the college.

The amount of money the college receives varies. Table 3 shows the components that earn incentive dollars and the pricing schedule for 1995-96.

TABLE 3
1995-96 PBIF Pricing Schedule

	Non-targeted Students		Targeted Students	
	Certificate	Degree	Certificate	Degree
Enrollments	00.00	00.00	135.22	135.22
Completers	405.67	676.12	811.34	1352.23
Placement of Completers	405.67	676.12	811.34	1352.23
Placement of Leavers with Marketable skills	405.67	476.12	811.34	811.34

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Over a three-year period (data for 1994-95 through 1996-97) the College has received $1,253,634 in PBIF (see Table 4). The data for 1996-97 was supplemented using the Recent Alumni Survey earning an additional $59,879. Appendix A shows unduplicated headcount based on the Performance Based Funding enrollment, completers and placement reports by departments. Included in the figures are supplemental placement data collected from responses from the Alumni Survey. Additionally, the Appendix shows the percentage of student "counts" each department contributed to SPJC total earnings.

TABLE 4
Amount of Incentives Earned by SPJC

Data Year	Funding Year	JTPA EDWAA	PI	Lottery	JTPA 123	QR	Add'l State	Total Earnings
94-95	95-96	106,486	42,696	178,497	29,945	121,972		479,596
95-96	96-97	99,253	15,820	177,271	-	-	121,894	414,239
96-97	97-98	119,684	22,688	128,849	-	-	88,590	359,799

Program Based Budgeting (PPB)

The last program to be discussed in this Research Brief is Program Based Budgeting (PPB); another statewide program that rewards colleges with incentive dollars based on outcomes. The first year that colleges began receiving funds through Program Based Budgeting (PBB) was 1996. PBB focuses on completers and their success. Colleges earn points based on specific criteria and then are funded based on the number of points earned. Both PBB and PBIF bear some similarities in the requirements for earning incentives, especially as they relate to targeted students. There are three outcome measures for PBB:

- Completers from A.A., A.S. and Certificate programs (1/2 counted)
- Success of graduates
  - Remediation (students tracked for 5 years; if the student is enrolled in remediation classes during this tracking period, they are counted)
  - Economically Disadvantaged (Pell recipients, JTPA, etc.)
  - Disabled
  - Limited English Proficiency (students are tracked for 5 years)
  - Passed Licensure Exam (if applicable)
  - Placed in a related job
  - A.A. Degree Excess Hours (number of A. A. completers who graduated with fewer than 72 total attempted hours).

The major difference between the programs is that PBB includes the following additional outcome measures:

- A.A. degree students
- Completion of college prep courses/passing licensure exam
- Excess hours

In 1996-97, the Legislature appropriated $12 million to PBB. Five million dollars was allocated for both Measures I and II (Completers and Success of Completers) and $2 million for Measure III (Excess Hours). As shown in Table 4, SPJC has earned almost $1 million from PBB in 1996-97 reporting year. Note that in 1997-98 the program earned $808, 920.

TABLE 5
Performance Based program Budgeting Earnings by Measures

Data Year	Funding Year	Measure I Completers	Measure II Special Categories	Measure III AA Only	Total Fund Distribution
95-96	96-97	$340,500	$378,661	$202,076	$921,238
96-97	97-98	$296,199	$350,004	$162,716	$808,920

Conclusion

In summary, out of the 28 community colleges, the College has ranked second and fourth in earnings in Performance Based Incentive Funding and Performance Based Budgeting, respectively for 1995-96 and 1996-97. In previous years, not all colleges (Miami Dade, North Florida, Palm Beach, etc.) participated in the performance based programs. However, beginning in the 1997-98 reporting year, all twenty-eight community colleges participated and the incentive dollars were reduced for each category. Therefore, SPJC's high ranking in earnings was lower than the previous reporting periods, however, the final calculations are not yet available. It should be noted that SPJC's follow-up procedures have been shared and are being used by other colleges to enhance their performance efforts.

Through a concerted effort of SPJC faculty and staff, the College has and can continue to earn additional dollars through PBIF and PBB; and can continue to enhance their student follow-up procedures and response rate (FETPIP). Identifying targeted students; keeping track of where students go and their accomplishments once they leave the institution; and reviewing program/curriculum to determine if the student can obtain employment with these skills, are just a few activities that staff members can perform to help increase the number of students being "placed" and earning incentive dollars offered through the state.

Note: In 1998-99, a new incentive program was implemented. The Work Force Development Program, focus and funding (which is still in the planning stage) will be based on performance. The performance "output" measure for a vocational program is student completion of an occupation completion point, certificate or degree. Performance "outcome" measures include placement and retention after completion of a completion point or program of study.

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PROGRAM EARNINGS **Appendix A**

1996-97 PERFORMANCE BASED INCENTIVE PROGRAMS

		REGULAR STUDENTS				TARGETED STUDENTS					GRAND TOTAL CONTRIBUT'N	
CIP CODE	PROGRAMS	# OF COMP	# PLACED COMP	# PLACED LVR	TOTAL	# ENRL	# OF COMP	# PLACED COMP	# PLACED LVRS	TOTAL	#	%
	ACTIVE											
507010100	Accounting Technology	26	20	44	90	72	7	5	16	100	190	3.2%
615010100	Architectural Design & Construction Tech	1	1	4	6	25	3	3	8	39	45	0.8%
506040102	Business Administration & Management	9	4	146	159	125	15	0	41	181	340	5.8%
507030600	Computer Information Systems Analysis	16	13	87	116	236	16	10	50	312	428	7.3%
743010300	Criminal Justice Technology	13	10	80	103	88	7	7	14	116	219	3.7%
317010200	Dental Hygiene	16	14	50	80	97	18	15	12	142	222	3.8%
615030301	Electronics Engineering Technology	5	5	23	33	20	0	0	6	26	59	1.0%
317020601	Emergency Medical Services	11	11	54	76	66	6	5	20	97	173	2.9%
317020500	Emergency Medical Technician, Cert.	0	0	27	27	8	0	0	1	9	36	0.6%
743020100	Fire Science Technology	3	3	42	48	6	1	1	2	10	58	1.0%
312030100	Funeral Services	15	12	11	38	45	4	3	3	55	93	1.6%
650040200	Graphic Design Technology	5	2	29	36	70	4	3	6	83	119	2.0%
318070101	Health Care Services	1	1	3	5	2	1	0	0	3	8	0.1%
317050600	Health Information Management	10	8	31	49	66	7	7	8	88	137	2.3%
318070100	Health Services Management	9	8	24	41	41	1	1	9	52	93	1.6%
606200101	Industrial Management	**3**	**0**	**0**	**3**	2	**2**	**2**	**0**	**6**		
713100301	Interpreter Training/Hearing Impaired	1	1	22	24	58	5	3	5	71	95	1.6%
722010300	Legal Assisting	17	15	84	116	145	12	10	34	201	317	5.4%
615060302	Manufacturing Technology	1	1	20	22	8	0	0	1	9	31	0.5%
317030900	Medical Laboratory Technician	11	9	23	43	35	4	2	4	45	88	1.5%
318110100	Nursing, R.N.	162	153	385	700	665	77	71	122	935	1635	27.9%
317020600	Paramedic, Cert.	3	3	22	28	14	1	1	6	22	50	0.9%
317081500	Physical Therapist Assistant	26	23	152	201	204	13	10	50	277	478	8.1%
317020900	Radiography	6	6	101	113	164	12	12	38	226	339	5.8%
317081800	Respiratory Care	11	11	22	44	66	5	4	8	83	127	2.2%
615030302	Telecommunications Engineering Tech	5	4	14	23	20	0	0	1	21	44	0.7%
317051200	Veterinary Technology	39	33	60	132	102	13	13	12	140	272	4.6%
	Sub-Totals	**425**	**371**	**1560**	**2356**	**2450**	**234**	**188**	**477**	**3349**	**5696**	97.1%
	INACTIVE											
206030100	Financial Services	0	0	4	4	0	0	0	1	1	5	0.1%
206140100	Marketing Management	1	1	19	21	0	0	0	1	1	22	0.4%
317070500	Vision Care Technology	**0**	**1**	**1**	**1**	**0**	**0**	**0**	**0**	**0**	1	0.0%
507030100	Business Data Processing	0	0	0	0	13	0	0	0	13	13	0.2%
507030500	Computer Programming and Applications	0	0	34	34	5	0	0	7	12	46	0.8%
507060300	Office Systems Technology	0	0	15	15	6	0	0	3	9	24	0.4%
615100101	Buillding Construction Technology	0	0	9	9	2	0	0	1	3	12	0.2%
649010400	Aviation Administration	4	3	3	10	4	0	0	0	4	14	0.2%
649010200	Professional Pilot Technology	5	3	12	20	7	4	2	2	15	35	0.6%
	Sub-Totals	**10**	**8**	**97**	**114**	**37**	**4**	**2**	**15**	**58**	**172**	2.9%
	GRAND TOTAL	**435**	**379**	**1657**	**2470**	**2487**	**238**	**190**	**492**	**3407**	**5868**	**100.0%**

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RESEARCH BRIEF
INSTITUTIONAL AND PROGRAM PLANNING

VOLUME 8 NUMBER 4 JANUARY 1999

EMPLOYER SURVEY OF 1996-97 GRADUATES COMPARED TO 1995-96 GRADUATES

Employer satisfaction with St. Petersburg Junior College (SPJC) graduates is a critical component of the strategic planning process at the institution. Accordingly, the Institutional Assessment Group developed an Employer Survey designed to measure employer satisfaction with graduates' preparation for work. Specifically, the purposes of the survey were:

- to attain insight into employer perceptions regarding technical and performance skills of SPJC graduates,
- to gain information to supplement college data for Performance Based Incentive Funding, and
- to identify employers who might be available to participate with the college program activities or to provide opportunities for student training or placement.

Working students who graduated in the 1996-97 reporting year and who completed the Recent Alumni Survey identified the employers who would receive the survey. Employers were mailed an Employer Survey form if the students: (1) indicated that their work was related to their studies, (2) agreed that their employer could be contacted, and (3) gave the name and address of the employer. One hundred fifty businesses were contacted. There were 134 surveys returned for a response rate of 89.3%.

The findings of the Employer Survey of 1996-97 graduates are summarized below:

- Employers indicated high levels of satisfaction with SPJC graduates' technical and performance skills. The following skills received a mean score of 6 or higher on a 7-point scale where 7 equals excellent:

  1) exhibits an appropriate level of responsibility and self-management
  2) chooses ethical courses of action,
  3) participates as a team player,
  4) works well with individuals from diverse backgrounds,
  5) possesses the ability to gain rapport with clients.

  For these skills, the percentage of employers responding with a rate of 6 or higher ranged between 73% and 80%.

  The remaining skill areas received a mean score of 5.7 to 5.9. These areas were:

  (1) uses written and oral communication skills effectively,
  (2) possesses necessary mathematics skills,
  (3) uses critical thinking, problem solving and decision making skills,
  (4) identifies, organizes, plans, and allocates resources,
  (5) acquires, interprets and uses information effectively, and
  (6) uses technology effectively.

  For these skills, the percentage of employers responding with a rate of 5 or higher ranged between 83.6% and 92.5%.

- Almost all employers (95%) indicated they would hire another SPJC graduate. No employer indicated they would not hire another SPJC graduate.
- In order for the College to qualify for Performance Based Incentive Funding, its graduates must either be working in a field related to their SPJC degree program or earning $7.50 per hour. The majority (98.4%) of SPJC graduates were reported by employers as earning $7.50 per hour or more.
- Seventy percent or more of the employers of 1996-97 graduates expressed a willingness to participate on two college activities (provide input educational/training for their workforce 71.3%; job placement of graduates 70.0%). A willingness to accept a student in a co-op internship was expressed by 65.7% of the employers.

Employer responses with respect to technical and performance skills of 1996-97 SPJC graduates were compared to responses of employers who were questioned about 1995-96 SPJC graduates. In the preceding year, 133 of the 152 employers who were surveyed responded for a response rate of 87.5%.

Employers were asked about the performance in the same skill areas each year. Table1 shows each skill and the mean of the responses and the percentage of employers responding 5, 6, or 7 on the 7-point scale. Each skill area has shown improvement except one, participates as a team player, this skill scored a mean of 6.0 in both 1995-96 and 1996-97. The three skills that demonstrated the most improvement in 1996-97 compared to 1995-96 for a rating of 6 or higher were:

- Acquires, interprets and uses information effectively (19.4%)
  (72% 1996-97, 52.6% 1995-96)
- Uses Technology effectively (14.5%)
  (70.1% 1996-97, 55.6% 1995-96)
- Uses Critical thinking, problem solving, and decision making (13.5%)
  (63.9% 1996-97, 50.4% 1995-96)

Table 1.

1996-97 Employer Responses Compared to 1995-96 Employer Responses

	1995-1996					1996-1997				
			Employer Rating					Employer Rating		
Competencies and Foundation Skills	N	Mean	5	6	7	N	Mean	5	6	7
Uses written and oral communications skills effectively	133	5.7	26.2%	30.1%	30.1%	133	5.8	21.7%	38.3%	30.1%
Possesses necessary mathematics skills	131	5.7	27.5%	26.7%	29.0%	131	5.8	24.4%	35.9%	25.9%
Uses critical thinking, problem solving and decision making skills	133	5.4	27.8%	28.7%	21.8%	133	5.8	23.3%	33.8%	30.1%
Exhibits an appropriate level of responsibility and self-management	133	5.7	21.1%	24.8%	37.5%	132	6.0	13.7%	28.0%	44.7%
Chooses ethical courses of action	133	6.0	40.6%	30.1%	21.8%	133	6.2	12.8%	27.8%	51.9%
Identifies, organizes, plans and allocates resources	133	5.4	27.8%	30.8%	21.1%	134	5.7	22.5%	29.1%	32.2%
Participates as a team player	133	6.0	17.3%	27.8%	45.1%	131	6.0	13.7%	26.7%	48.9%
Works with individuals from diverse backgrounds	133	6.0	22.6%	27.1%	42.9%	132	6.1	14.4%	28.8%	46.9%
Acquires, interprets and uses information effectively	133	5.5	29.3%	24.8%	27.8%	132	5.9	18.2%	37.9%	34.1%
Possesses the ability to gain rapport with clients	133	5.8	24.1%	28.6%	36.2%	132	6.0	15.9%	31.8%	41.7%
Uses technology effectively	124	5.6	25.9%	27.4%	28.2%	127	5.9	19.7%	37.0%	33.1%

Other improvements were shown for 1996-97 graduates. Over ninety-three percent (93.9%) of the employers indicated they would hire another 1995-96 SPJC graduate compared to 94.7% of the employers of 1996-97 graduates. Over ninety-five percent (95.2%) of the employers responded that their 1995-96 SPJC graduates were earning an hourly wage of $7.50 or more compared to 98.4% of the employers of 1996-97 graduates. On the other hand, fewer employers expressed a willingness to participate in college activities (see Table 2.).

Table 2.

Employers Who Indicated a Willingness to Participate in College Activities

	1995-96		1996-97	
College Activity	Total Respondents	Willingness to Participate	Total Respondents	Willingness to Participate
Serve on Advisory Committee	107	56.1%	98	43.9%
Placement of student in co-op internship	106	75.5%	102	65.7%
Job placement of graduates	109	83.5%	105	70.0%
Participation in job fairs/other community events	105	56.2%	95	47.4%
Provide input educational training for their workforce	107	81.3%	101	71.3%

In conclusion, employers have indicated high levels of satisfaction with SPJC programs and training for some time. Results indicate that A.S. degree and Postsecondary Vocational Certificate programs are achieving their intended objective of preparing students for work.

If you have any additional questions or comments, please contact Dr. Susanne Fischer via fischers@email.spjc.cc.fl.us or extension 3374.

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RESEARCH BRIEF
INSTITUTIONAL AND PROGRAM PLANNING

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Institutional Planning and Research Evaluation

In Spring 1998, the Office of Institutional Research sent a survey to 428 administrators and faculty asking them about their familiarity with the work of the Office of Institutional Research and the Office of Institutional Effectiveness and Assessment. One hundred seventy-four (174) surveys (districtwide A & P staff, 33; campus A & P staff, 18; program directors, 23; faculty, 96; not identified, 4) were returned for a return rate of 41%. In order to determine the group(s) most familiar with the work of the offices, only those surveys where the individuals identified their positions were included in the findings.

The majority of the respondents (118, 71%) indicated they were familiar or somewhat familiar with the work produced by the offices. This was true for all categories of respondents (districtwide A & P = 33, 100%; campus A & P = 13, 72%; program directors = 20, 87%; faculty = 52, 56%). Information provided from these offices were used by 72% of the districtwide A&P staff, 63% of the program directors and 50% of the campus A & P staff in their work. Only one-third (33%) of the faculty indicated this was true in their work.

Respondents who identified themselves as being familiar with the work from the offices were then asked about their familiarity with 10 reports produced by the offices and the usefulness of those reports to them. The table summarizes the responses by group and in total. The majority of all groups were familiar with five of the ten items. Familiarity with the SPJC FactBook varied from 89% (faculty and program directors) to 100% (districtwide and campus A & P). Of those familiar with it, 86% or more of each group indicated it was very or somewhat useful. Although the majority of all respondents were familiar with Research Briefs, more districtwide A & P (90%), program directors (88%) and faculty (85%) were familiar with them than campus A & P (69%). From 78% to 100% of those familiar with them felt they were useful. Familiarity with the Enrollment Reports varied from 62% (faculty) to 74% (districtwide A & P). Seventy-five percent (75%) or more of each group felt they were useful. The majority of all respondents were familiar with the Departmental/Unit Plan, however more program directors (100%), districtwide A & P (75%), and faculty (71%) were familiar with the plan than campus A & P (54%). Of those familiar, 81% or more felt the Departmental/Unit Plan was useful. More than two-thirds of each group (districtwide A & P, 67%; campus A & P, 73%; program directors, 67%; faculty, 70%) were familiar with the Student Survey Reports. From 78% (districtwide A & P) to 100% (campus A & P) of those who were familiar with the reports felt they were useful.

Familiarity with the Strategic Plan and Student Placement Reports varied by group. The majority of program directors (69%), districtwide A & P (56%), and Campus A & P (55%) were familiar with the Strategic Plan. On the other hand, only 34% of the faculty (34%) were familiar with it. However, the majority of those familiar with it (districtwide A & P, 87%; campus A & P, 100%; program directors, 91%; faculty, 57%) felt the plan was useful. Likewise, familiarity with Student Placement Reports varied greatly by group with program directors (75%) being the most familiar and districtwide A & P (39%) being the least familiar. The majority of those familiar with the report in all groups felt it was useful.

The reports with the least recognition were the 70/30 Analysis, the Core Indicators, and the Accountability Reports. The 70/30 Analysis is used by administrators and program directors to determine the percentage of classes taught by full-time and part-time faculty. Sixty-three percent (63%) of program directors, 38% of districtwide A & P, 36% of campus A & P and 12% of faculty reported familiarity with the report. However, the majority of those familiar with it felt it was useful (from 75% of the campus A & P to 90% of the program directors). From 10% (faculty) to 33% (campus A & P) of the respondent groups reported familiarity with the Accountability Reports. These are reports that measure the college progress towards five accountability measures developed at the state level and summarized annually for staff in a Research Brief. Conversely 63% of districtwide A & P and 100% of campus A & P, program directors, and faculty felt they were very or somewhat useful. More districtwide (41%) and campus (42%) A & P reported they were familiar with the Core Indicators than program directors (21%) or faculty (15%). The Core Indicators are institutionally developed measures of college effectiveness. However, 64% of districtwide A & P and 100% of campus A & P, program directors, and faculty who reported familiarity, also reported they were useful.

In recent years, the Division of Community Colleges has developed several databases. The Office of Institutional Research works with the College departments and Administrative Information Systems to ensure timely submissions of data and to verify accuracy of reports generated from the data bases. About two-thirds (62%) of A & P staff indicated they were familiar with the Student and Personnel Data Bases and more than one-half (58%) of the districtwide A & P staff were familiar with the Facilities Data Base. Less than one-third (24%) of the remaining groups were familiar with the databases. However, between 52% (faculty) and 77% (campus A & P) believed they could use the data to improve their office/program if it were made available. A major initiative has

been undertaken to verify data on the Student Data Base on a student by student basis and to provide more reports using the data to the districtwide A & P staff and to some program directors during 1999. Similar initiatives have also involved verifying personnel data on an individual basis and facilities data on a campus and building basis with campus staff.

Almost 12% of the respondents included survey comments, which suggested that it would be beneficial to provide in-service education about the reports and databases. Comparisons with other community colleges in the system were requested and this is provided for the accountability measures as systemwide numbers. A few of the comments questioned the accuracy of the information contained in the databases. Some indicated that they felt this questionnaire was useless.

Summary

The Office of Institutional Research and the Office of Institutional Effectiveness provides information for planning and decision-making. College Administrators and Faculty were asked about their familiarity with and the usefulness of some of the work of these offices. The majority of the respondents indicated they were familiar with their work.

The majority of all respondents were familiar with the SPJC FactBook, Research Briefs, Department/Unit Plan, Student Survey Reports, and Enrollment Reports. There were variations by respondent group. The Student Placement Reports and the Strategic Plan were also familiar to the majority of some groups. The majority of those who were familiar with the reports also found them to be useful. The reports that had the least amount of recognition were the 70/30 Analysis, the Core Indicators, and the Accountability Reports. However, the majority of the respondents that were familiar with the reports also found them to be useful.

			Familiar		Very/Somewhat Useful	
Report	Respondent	Number	Number	Percent	Number	Percent
FactBook	District A&P	30	30	100%	26	87%
	Campus A&P	12	12	100%	12	100%
	Program Director	18	16	89%	14	88%
	Faculty	47	42	89%	36	86%
	Total	**107**	**100**	**93%**	**88**	**88%**
Research Brief	District A&P	29	26	90%	22	85%
	Campus A&P	13	9	69%	9	100%
	Program Director	16	14	88%	12	86%
	Faculty	47	40	85%	31	78%
	Total	**105**	**89**	**85%**	**74**	**83%**
70/30 Analyses	District A&P	26	10	38%	8	80%
	Campus A&P	11	4	36%	3	75%
	Program Director	16	10	63%	9	90%
	Faculty	42	5	12%	4	80%
	Total	**95**	**29**	**31%**	**24**	**83%**
Enrollment Reports	District A&P	27	20	74%	16	80%
	Campus A&P	12	8	67%	8	100%
	Program Director	15	11	73%	10	91%
	Faculty	45	28	62%	21	75%
	Total	**99**	**67**	**68%**	**55**	**82%**
Accountability Reports	District A&P	29	8	28%	5	63%
	Campus A&P	12	4	33%	4	100%
	Program Director	14	2	14%	2	100%
	Faculty	40	4	10%	4	100%
	Total	**95**	**18**	**19%**	**15**	**83%**
Core Indicators	District A&P	27	11	41%	7	64%
	Campus A&P	12	5	42%	5	100%
	Program Director	14	3	21%	3	100%
	Faculty	41	6	15%	6	100%
	Total	**94**	**25**	**27%**	**21**	**84%**
Departmental/Unit Plan	District A&P	28	21	75%	17	81%
	Campus A&P	13	7	54%	7	100%
	Program Director	16	16	100%	15	94%
	Faculty	45	32	71%	30	94%
	Total	**102**	**76**	**75%**	**69**	**91%**
Strategic Plan	District A&P	27	15	56%	13	87%
	Campus A&P	11	6	55%	6	100%
	Program Director	16	11	69%	10	91%
	Faculty	41	14	34%	8	57%
	Total	**95**	**46**	**48%**	**37**	**80%**
Student Survey Reports	District A&P	27	18	67%	14	78%
	Campus A&P	11	8	73%	8	100%
	Program Director	15	10	67%	8	80%
	Faculty	43	30	70%	24	80%
	Total	**96**	**66**	**69%**	**54**	**82%**
Student Placement Reports	District A&P	28	11	39%	9	82%
	Campus A&P	11	7	64%	7	100%
	Program Director	16	12	75%	11	92%
	Faculty	39	18	46%	13	72%
	Total	**94**	**48**	**51%**	**40**	**83%**

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SURVEY OF ENTERING STUDENTS

The Survey of Entering Students is distributed to all students applying to St. Petersburg Junior College. The purpose of the survey is to evaluate the needs and expectations of incoming students. There were 1301 surveys returned from students applying for admission for Sessions 1, 2, and 3 in 1996-97.

Demographics

In the first section, students are asked to provide demographic and academic information about themselves. Highlights of student demographics and academic information were:

- More than one-half (56.5%) were 24 years of age or less and were female (60.4%)
- Over four-fifths (83.6%) were white
- Less than one-third (32.5%) had graduated from high school or completed the G.E.D. in the previous year; almost one-half had completed this requirement more than five years before application to SPJC
- More than one-half (52.0%) reported earning the A. A. degree as the primary reason for attending
- Almost two-thirds planned to take classes during the day and more than one-half planned to take enroll in credit courses full-time

Student Recruitment

In the second section, students were asked how they learned about SPJC and the factors that influenced their decision to apply to the college. Given a list of twenty (20) sources (see Table 1, on back of page) of information about SPJC, the five most cited sources were:

- Material mailed to students
- High school presentations
- Material students picked-up
- The St. Petersburg Times newspaper
- Material from display rack

In contrast the five least cited sources from the list were:

- Internet/World-Wide Wed
- The Tampa Tribune newspaper
- Local papers
- The Weekly Planet
- The Weekly Challenger

Students were also asked to list other sources they used to learn about the college. The five top cited sources of information were:

- Friends
- Parents/Family
- Other students attending SPJC
- Word of mouth
- Live in close proximity to campuses

Given a list of eighteen (18) factors (see Table 2) that might influence a student to apply to SPJC, the five most cited sources were:

- Close to home
- Course(s) or program(s) offered
- Cost
- Friend's recommendation
- Academic reputation

The five lowest factors were:

- Contact with faculty or SPJC staff
- Visit to high school or place of employment by SPJC staff
- Music, art, or theater
- Athletics
- Clubs or organizations

Interestingly, although high school presentations was cited as a major source by which students acquired information about SPJC, SPJC staff visitations to high schools or place of employment was not a major factor that influenced the decision to apply to the college.

Students were also asked to list other factors that influenced the decision to apply. The five top cited factors were:

- Florida resident
- Live by a campus
- Enrollment in previous classes
- Living with relatives
- Enhance job skills/Spouse recommendation (both had same number of responses)

Importance of SPJC Offices and Services

Section three asked students to rate the importance of 19 offices and student support services on a ten point scale with 10/9 (extremely important) being the highest possible rating and 2/1 (not at all important) the lowest possible rating. Students who reported having no knowledge of the office/service rated the item with a zero (0) value. A mean score of 7 or higher indicated that the students felt the office/service would be important to them.

There was considerable spread in the mean scores with the highest being 8.43 (Academic advising) and the lowest being

4.90 (Student activities). Those offices/services with mean scores of 7 or higher were:

- Academic advising = 8.43
- Library = 7.97
- Career counseling and related services = 7.93
- Access to computer labs = 7.88
- Financial aid information/services = 7.67
- Job placement services = 7.29
- Tutoring = 7.01

Effectiveness of Contacts with SPJC Staff & Publications

On the final section, respondents were asked to rate the effectiveness of their contacts with SPJC staff members and publications prior to applying to the college. Five items were rated on a ten-point scale from Excellent (10/9) to Poor (2/1). All items received a mean score higher than 7.0. In rank order the items were:

- Contact with SPJC staff during campus visits = 8.09
- Visit by SPJC staff to your school or work = 7.93
- Information (content) of College publications = 7.93
- Clarity of SPJC publications/Ease of reading = 7.82
- Telephone contact with SPJC staff 7.74

Table 1
Sources of Information About SPJC

Source/Media	Rank
Material mailed to you	1
High school presentation	2
Material you picked up	3
St. Pete Times	4
Material from display rack	5
SPJC television station	6
SPJC Newspaper	7
College nights	8
Billboard	9
Radio Station	10
SPJC open hours	11
Other television station	12
Movie theater screen	13
Mall/shopping center display	14
Poster	15
Internet/World-Wide Web	16
Tampa Tribune	17
Local paper	18
Weekly Planet	19
Weekly Challenger	20

Table 2
Factors that Influenced Student to Apply to SPJC

Factor	Rank
Close to home	1
Course(s) or program(s) offered	2
Cost	3
Friend's recommendation	4
Academic reputation	5
Ease of transfer to state university	6
Parents/family recommendation	7
Close to work	8
Financial aid available	9
Class size	10
High school counselor	11
Employer recommendation	12
High school teacher	13
Contact with faculty or SPJC staff	14
Visit to high school or place of employment by SPJC staff	15
Music, art or theater	16
Athletics	17
Clubs or organizations	18